**Positive Behavior Support (PBS)**

**Team Implementation Checklist**

**Version 3.0**

##### Data Collection Protocol

🗸 Used by teams to guide activities.

🗸 Updated monthly during initial implementation process.

##### Approval Date

SWIS/EBS database meeting, March 12, 2002.

Revised October 30, 2007

Revised August 15, 2009

.

##### Revision History

1. Phillips 8/13/02 – Added “County” to better identify schools. Changed all references of “Monthly” to “Quarterly”. Added Sep., Dec, Mar. and May as months to complete. Made minor changes to format of columns.
2. Boland 3/13/02 – Added “District” and “State” to better identify schools. Removed our fax number. Made minor changes to format of instructions. Added Teri Palmer to copyright holders. Put Sugai first in list (as per decision of 3/12/02).
3. Boland 3/11/02 – Added revision history, database structure, modified footer (copyright notice, logo), removed blank rows.
4. Boland 3/6/02
5. Boland 2/27/02
6. Sugai 11/28/01
7. Horner 10/13/01
8. Horner, 10/30/07
9. Horner, 8/15/2009

##### Database structure

Please see the “Team Checklists” page in the EBS2\_DB\_model.pdf file in the following folder:

[\\Coe-dean\sys\EBS\EBS\_Database\Research\_Tools\Supporting\_Documents](file:///\\Coe-dean\sys\EBS\EBS_Database\Research_Tools\Supporting_Documents)

**PBIS Team Implementation Checklist Version 3.0**

**School** **Date of Report**

**DistrictCounty** **State**

**INSTRUCTIONS:** The PBIS team should complete both checklists monthly to monitor activities for implementation of PBIS in the school. Completed forms can be faxed ( ) or emailed ( ) by the first of each month to .

**PBIS Team Members**

**Person(s) Completing Report**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Checklist #1: Start-Up Activity | | | | | |
| Complete & submitMonthly. | | **Status:A**chieved, **I**n Progress, **N**ot Started | | | |
| **Date:**  **(MM/DD/YY)** | |  |  |  |  |
|  |  |  |  |
| Establish Commitment 1. Administrator’s support & active involvement. | Status: |  |  |  |  |
| 2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline). | Status: |  |  |  |  |
| Establish & Maintain Team 3. Team established (representative). | Status: |  |  |  |  |
| 4. Team has regular meeting schedule, effective operating procedures. | Status: |  |  |  |  |
| 5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support. | Status: |  |  |  |  |
| Self-Assessment 6. Team/faculty completes the Team Checklist or Benchmarks of Quality self-assessment | Status: |  |  |  |  |
| 7. Team summarizes existing school discipline data. | Status: |  |  |  |  |
| 8. Team uses self-assessment information to build implementation action plan. | Status: |  |  |  |  |
| Establish School-wide Expectations: Prevention Systems 9. 3-5 school-wide behavior expectations are defined. | Status: |  |  |  |  |
| 10. School-wide teaching matrix developed. | Status: |  |  |  |  |
| 11. Teaching plans for school-wide expectations are developed. | Status: |  |  |  |  |
| 12. School-wide behavioral expectations taught directly & formally. | Status: |  |  |  |  |
| 13. System in place to acknowledge/reward school-wide expectations. | Status: |  |  |  |  |
| 14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed. | Status: |  |  |  |  |
| **Classroom Behavior Support Systems**  15. Team has completed a school-wide classroom systems summary | Status: |  |  |  |  |
| 16. Action plan in place to address any classroom systems identified as a high priority for change. | Status: |  |  |  |  |
| 17. Data system in place to monitor office discipline referral rates that come from classrooms. | Status: |  |  |  |  |
| Establish Information System 18. Discipline data are gathered, summarized, & reported at least quarterly to whole faculty. | Status: |  |  |  |  |
| 19. Discipline data are available to the Team at least monthly in a form and depth needed for problem solving. | Status: |  |  |  |  |
| Build Capacity for Function-based Support 20. Personnel with behavioral expertise are identified & involved. | Status: |  |  |  |  |
| 21. At least one staff member in the school is able to conduct simple functional behavioral assessments. | Status: |  |  |  |  |
| 22. Intensive, individual student support team structure in place to use function-based supports | Status: |  |  |  |  |

**Additional Observations/Comments/Questions:**

**Action Plan for Completion of Start-Up Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Activity Task Analysis** | **Who** | **When** |
| 1. **Establish Commitment**  * Administrator * Top 3 goal * 80% of faculty * Three year timeline | a. |  |  |
| b. |  |  |
| c. |  |  |
| d. |  |  |
| e. |  |  |
| 2. **Establish Team**   * Representative * Administrator * Effective team operating procedures * Audit of teams/initiatives | a. |  |  |
| b. |  |  |
| c. |  |  |
| d. |  |  |
| e. |  |  |
| 1. **Self-Assessment**  * Team Checklist completed. * Discipline data * Identification of strengths, focus * Action Plan developed * Action Plan presented to faculty | a. |  |  |
| b. |  |  |
| c. |  |  |
| d. |  |  |
| e. |  |  |
| 1. **School-wide Expectations**  * Define 3-5 school-wide behavioral expectations * Curriculum matrix * Teaching plans * Teach expectations * Define consequences for problem behavior | a. |  |  |
| b. |  |  |
| c. |  |  |
| d. |  |  |
| e. |  |  |
| 1. **School-wide Classroom Behavior Supports**   **\*** Expectations taught  **\*** Routines established  \*Reward System | a. |  |  |
| b. |  |  |
| c. |  |  |
| d. |  |  |
| e. |  |  |
| 1. **Establish Information System**  * System for gathering useful information * Process for summarizing information * Process for using information for decision-making | a. |  |  |
| b. |  |  |
| c. |  |  |
| d. |  |  |
| e. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Build Capacity for Function-based Support**  * Personnel with behavioral expertise * Time and procedures for identification, assessment, & support implementation | a. |  |  |
| b. |  |  |
| c. |  |  |
| d. |  |  |
| e. |  |  |